



## Anderson 2 School District

10990 BHP Highway

Honea Path, South

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	3,720 Students	
<b>Superintendent</b>	Mr. Thomas T. Chapman	864-369-7364
<b>Board Chair</b>	Mrs. Brenda Cooley	864-369-7364

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Excellent*</b>
2009	Average	At-Risk
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk

\* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

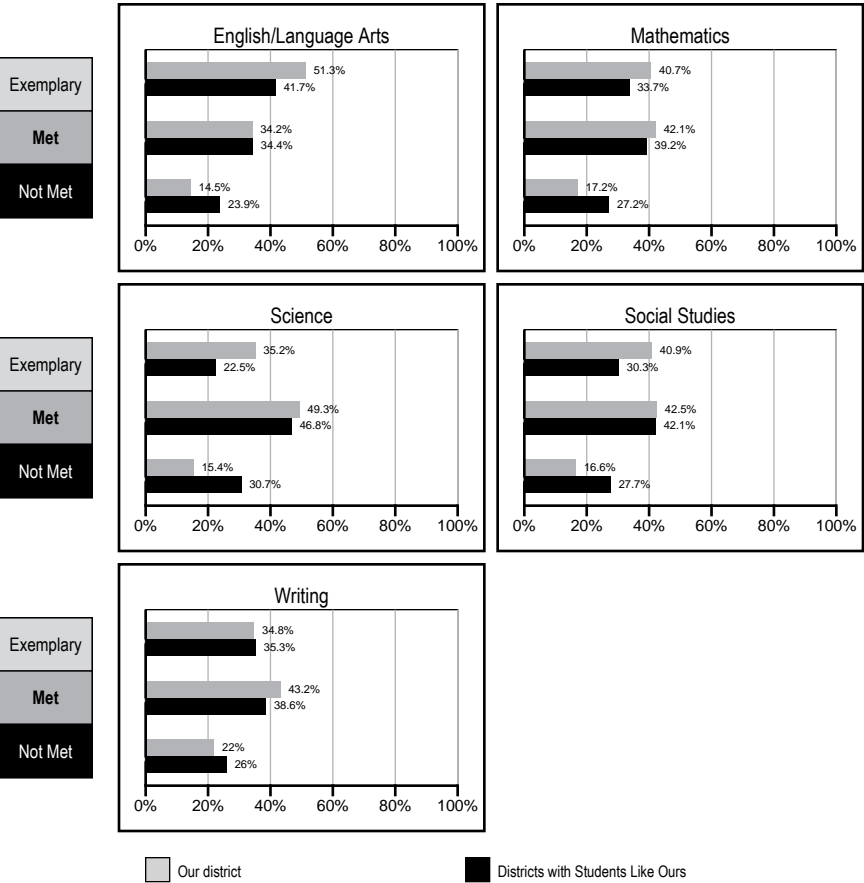
98.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	7	13	1	0

\* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	83.7%	81.6%	85.3%	84.4%	78.6%	80.2%
Passed one subtest	8.5%	11.0%	9.5%	9.0%	11.6%	10.6%
Passed no subtests	7.8%	7.5%	5.2%	7.1%	9.8%	9.2%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	83.9%	80.2%
English 1	78.6%	75.2%
Physical Science	61.7%	59.3%
US History and the Constitution	50.5%	45.2%
All Subjects	69.7%	65.8%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=3,720)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	98.3%	99.5%
Retention rate	2.0%	Down from 2.6%	1.8%	2.3%
Attendance rate	97.0%	Up from 95.7%	95.9%	95.8%
Eligible for gifted and talented	25.2%	Up from 16.5%	17.0%	14.3%
With disabilities other than speech	10.1%	Down from 10.7%	9.9%	10.5%
Older than usual for grade	4.3%	Up from 3.8%	3.4%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	No Change	0.7%	0.7%
Enrolled in AP/IB programs	11.7%	Up from 11.2%	17.3%	12.1%
Successful on AP/IB exams	47.8%	Down from 50.0%	51.5%	50.0%
Eligible for LIFE Scholarship	25.9%	Down from 28.9%	38.7%	31.4%
Enrolled in adult education GED or diploma programs	32	Up from 26	42	47
Completions in adult education GED or diploma programs	23	Up from 20	36	29
Annual dropout rate	3.5%	Down from 6.3%	3.2%	3.1%
<b>Teachers (n=217)</b>				
Teachers with advanced degrees	55.3%	Down from 56.3%	59.9%	58.8%
Continuing contract teachers	89.4%	Up from 86.5%	84.8%	81.5%
Teachers with emergency or provisional certificates	1.0%	No Change	2.9%	4.0%
Teachers returning from previous year	92.2%	Down from 92.8%	91.3%	89.3%
Teacher attendance rate	95.8%	Up from 95.6%	95.7%	95.3%
Average teacher salary*	\$47,878	Up 0.1%	\$47,842	\$46,618
Vacancies for more than nine weeks	0.0%	No Change	0.1%	0.2%
Professional development days/teacher	15.0 days	Down from 17.6 days	11.8 days	12.6 days
<b>District</b>				
Superintendent's years at district	12.0	Up from 11.0	3.0	3.0
Student-teacher ratio in core subjects	23.5 to 1	Up from 22.4 to 1	21.7 to 1	20.9 to 1
Prime instructional time	91.3%	Up from 90.4%	90.7%	89.9%
Dollars spent per pupil**	\$8,078	Up 0.2%	\$8,790	\$9,364
Percent of expenditures for teacher salaries**	57.7%	Up from 54.7%	56.3%	53.3%
Percent of expenditures for instruction**	60.8%	Up from 60.3%	58.6%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	7	No Change	13	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	3.8%	2.4%
Average age in years of school facilities	33 Years	Up from 32 Years	25 Years	27 Years
Number of schools with SACS accreditation	7.0	No Change	13.0	8.0
Parents attending conferences	100.0%	Up from 97.9%	96.7%	97.1%
Average administrator salary	\$83,112	No Change	\$79,144	\$79,261

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	235	88.5%	1008	69.7%	270	74.4%	N/A
<b>Gender</b>							
Male	121	83.5%	504	69.2%	139	69.1%	N/A
Female	114	93.9%	504	70.2%	131	80.2%	N/A
<b>Racial/Ethnic Group</b>							
White	179	90.5%	792	71.8%	202	75.7%	N/A
African American	49	81.6%	196	59.7%	57	73.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	10	70.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	30	46.7%	106	45.3%	37	43.2%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	101	86.1%	443	62.1%	123	65.9%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	88.5%	91.2%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	287	270	920	924
Number of Graduates in Cohort	210	201	674	647
Rate	73.2%	74.4%	75.6%	71.9%

\*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	504	500	511	531	499	490	1514	1522		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	18.7	20.4	20.4	21.6	19.6	21.6	20.4	21.9	19.9	21.5
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

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## School District Governance

Board Membership	6 trustees elected to single-member seats, 1 trustee elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	20.0 per board member
Percent New Trustees Completing Orientation	N/A

## District Superintendent's Report

Even in difficult and challenging financial times, the 2009-2010 school year proved to be another very productive year for Anderson School District Two. After almost 2 years of work in preparing for AdvancED, a national accreditation, the district was favorably recommended for this accreditation. The visiting Quality Assurance Review Team rated Anderson District Two as highly functional in three areas, including Vision and Purpose, Governance and Leadership, and Documenting/Using Results. Many areas of strength were noted by this committee. These included teamwork and collaboration, community support, excellent resources, qualified staff, use of data, reading programs, volunteer program, and district support of the schools. The team also noted the following instructional practices as those deserving of recognition: professional development linked to school goals, monitoring procedures to ensure quality instruction, meaningful pacing guides/activity manuals, and technology applications.

Anderson School District Two continues to be proud of test scores and academic improvement efforts. Out of all school districts in the state of South Carolina, our district was ranked 6th based on the most recent test scores. The district continues to focus on meeting the needs of all students through the Merit Academy, reading interventions and supports, a student mentoring program, PBIS, and technology learning programs at all levels. New technology supports added for the school year were Waterford Early Learning for primary grades, SuccessMaker for middle levels, and APEX Learning, a digital curriculum for secondary education. These programs are proving to be very beneficial in providing initial and recovery learning opportunities.

After careful analysis of test score data, it was determined that staff-development efforts should be focused on math and writing. Intensive math staff-development mapped to grade-specific and school-specific needs continued throughout the year. Many of our schools focused on initiatives that targeted writing improvements and best practices. Teachers explored the 6+1 Trait Writing Framework as a powerful way to learn and use a common language to refer to characteristics of writing, as well as create a common vision of what good writing looks like. Reading, as in years past, continued to be an area of focus. Xtreme Reading and Content Literacy Continuum (CLC) strategies were extended to the middle school level. Belton-Honea Path High School was recognized as a CLC model demonstration site for the state of South Carolina and welcomed many visitors from across the state to view the program.

State recognitions went to the following schools during the 2009-2010 school year: Belton Elementary School – Red Carpet Award; Belton Middle School and Belton Elementary School – Palmetto Silver Award for academic achievement; Wright Elementary School – Palmetto Gold Award for academic achievement; and Belton Middle School and Honea Path Middle School – “Banner” recognition for their PBIS programs.

I would like to thank you all for another great school year.

Thomas T. Chapman  
Superintendent

No Child Left Behind

District Adequate Yearly Progress

Yes

This district met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

Number of students in their first year of US school.

1

Title I Schools' School Improvement Status

The Anderson 2 School District consists of 7 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	1714	99.3	15.2	33.9	50.9	92.2	83.5	Yes	Yes
<b>Gender</b>									
Male	885	98.9	17.1	36.5	46.4	90.5	80.1	N/A	N/A
Female	829	99.8	13.1	31	55.8	94.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	1347	99.3	13.1	31.4	55.5	93.3	89.6	Yes	Yes
African American	316	99.4	23.5	44.6	31.9	87.2	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	34	100	23.1	46.2	30.8	96.2	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>									
Disabled	245	96.3	46.6	35.9	17.5	70.5	51.7	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	20	100	35	35	30	95	79	I/S	I/S
<b>Socio-Economic Status</b>									
Subsidized meals	897	99	20.8	38.1	41.1	88.7	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	1714	99.7	17.6	42.3	40.2	90.4	80.4	Yes	Yes
<b>Gender</b>									
Male	885	99.4	19.6	40.7	39.7	89.6	78.4	N/A	N/A
Female	829	100	15.4	43.9	40.7	91.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	1347	99.8	15.3	40.5	44.2	91.8	87.8	Yes	Yes
African American	316	99.4	28.9	49.7	21.5	83.2	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	34	100	15.4	53.8	30.8	92.3	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>									
Disabled	245	98.4	47	40.2	12.8	66.7	46.1	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	20	100	15	50	35	90	78.9	I/S	I/S
<b>Socio-Economic Status</b>									
Subsidized meals	897	99.7	24.3	46	29.6	86.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	1151	99.6	15	49.8	35.2	85	67.3
<b>Gender</b>							
Male	611	99.5	14.8	49.4	35.8	85.2	66.9
Female	540	99.6	15.3	50.3	34.4	84.7	67.7
<b>Racial/Ethnic Group</b>							
White	908	99.5	12.3	47.7	40	87.7	79.6
African American	208	100	27.8	58.8	13.4	72.2	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	22	100	14.3	71.4	14.3	85.7	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>							
Disabled	169	97.6	44	44	11.9	56	33.8
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
<b>Limited English Proficient</b>							
Limited English	13	100	16.7	50	33.3	83.3	58.6
<b>Socio-Economic Status</b>							
Subsidized meals	600	99.5	21.6	54.7	23.7	78.4	55.4

**Social Studies**

All Students	1146	99.8	16.3	42.8	41	83.7	70.9
<b>Gender</b>							
Male	591	100	16.4	37.7	46	83.6	70.1
Female	555	99.6	16.1	48.2	35.6	83.9	71.7
<b>Racial/Ethnic Group</b>							
White	898	99.9	14.4	41.2	44.4	85.6	79.2
African American	211	99.5	23.9	49.7	26.4	76.1	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	25	100	26.3	52.6	21.1	73.7	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	156	98.7	40.7	44.8	14.5	59.3	39.3
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
<b>Limited English Proficient</b>							
Limited English	15	100	20	40	40	80	68
<b>Socio-Economic Status</b>							
Subsidized meals	604	100	23.1	45.4	31.5	76.9	60.8

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
<b>Writing</b>									
All Students	1725	98.6	21.6	43.5	35	78.4	72.1	97.5	96.3
<b>Gender</b>									
Male	891	98.4	28.5	43.3	28.2	71.5	65.2	97.4	96.2
Female	834	98.8	14.3	43.6	42.1	85.8	79.2	97.7	96.4
<b>Racial/Ethnic Group</b>									
White	1361	98.6	19.6	42.7	37.8	80.4	80.8	97.5	96.1
African American	314	98.4	29.6	46.8	23.6	70.4	59.7	98	96.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87	95.7	97.5
Hispanic	32	100	26.9	61.5	11.5	73.1	64.6	97	96.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	73.4	92.7	95
<b>Disability Status</b>									
Disabled	237	94.1	63	29.6	7.4	37	27.7	96.5	95.4
<b>Migrant Status</b>									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
<b>Limited English Proficient</b>									
Limited English	17	100	27.8	50	22.2	72.2	63.7	96.9	97
<b>Socio-Economic Status</b>									
Subsidized meals	905	98.5	29.2	46.6	24.2	70.8	61.9	97.1	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	288	100	14.3	34.1	51.6	85.7
	4	301	99.7	12.3	43.7	44	87.7
	5	286	100	14.5	42.8	42.8	85.5
	6	290	99.7	14.2	42.2	43.7	85.8
	7	289	100	21.4	41.4	37.1	78.6
	8	292	100	20.4	45.2	34.4	79.6
2010	3	284	99.3	12.3	24.2	63.6	87.7
	4	305	96.7	18.6	36.9	44.5	81.4
	5	290	100	10	40.9	49.1	90
	6	277	100	16.1	32.6	51.3	83.9
	7	282	100	14.6	32.1	53.4	85.4
	8	276	100	19.6	35.9	44.4	80.4
Mathematics							
2009	3	288	100	21.6	32.2	46.2	78.4
	4	301	99.7	14.4	49.6	35.9	85.6
	5	286	100	18.6	44.6	36.8	81.4
	6	290	99.7	14.6	45.9	39.6	85.4
	7	289	100	19.3	50	30.7	80.7
	8	292	100	30.5	45.5	24	69.5
2010	3	284	99.3	16.7	30.1	53.2	83.3
	4	305	99	19	43.8	37.2	81
	5	290	100	19.9	43.4	36.7	80.1
	6	277	100	16.1	47.3	36.6	83.9
	7	282	100	13.8	41	45.1	86.2
	8	276	100	19.6	47.8	32.6	80.4
Science							
2009	3	146	100	18.8	42.8	38.4	81.2
	4	301	99.7	14.4	57.5	28.1	85.6
	5	141	100	23.1	53	23.9	76.9
	6	142	100	19.7	62.9	17.4	80.3
	7	288	100	21.1	51.3	27.6	78.9
	8	149	100	23.9	47.2	28.9	76.1
2010	3	142	100	17.2	38.1	44.8	82.8
	4	304	99.7	13.8	56.4	29.8	86.2
	5	144	99.3	10.1	56.1	33.8	89.9
	6	138	99.3	28.4	52.2	19.4	71.6
	7	282	99.7	7.5	51.7	40.8	92.5
	8	141	99.3	21.9	35	43.1	78.1

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	144	100	16.4	35	48.6	83.6
	4	301	99.7	13	44.9	42.1	87
	5	145	99.3	16.7	42	41.3	83.3
	6	148	100	5.8	50.7	43.5	94.2
	7	289	100	30.7	39.3	30	69.3
	8	143	99.3	22.1	44.1	33.8	77.9
2010	3	141	100	9.6	39.3	51.1	90.4
	4	303	99.7	15.3	46.3	38.3	84.7
	5	146	99.3	22	44.7	33.3	78
	6	139	100	10.1	49.3	40.6	89.9
	7	281	100	18	38.2	43.8	82
	8	136	100	21.8	39.1	39.1	78.2
Writing							
2009	3	283	99.3	27.9	30.1	41.9	72.1
	4	302	99	28.9	44.4	26.8	71.1
	5	286	99.7	28.2	39.6	32.2	71.8
	6	290	99	18.7	39.6	41.8	81.3
	7	290	97.9	18.7	43.9	37.4	81.3
	8	295	98.3	36	40.3	23.7	64
2010	3	288	98.6	21.3	34.2	44.5	78.7
	4	303	98.7	28.5	39.2	32.3	71.5
	5	294	98	21.1	43.6	35.4	78.9
	6	278	99.3	20.1	44.3	35.5	79.9
	7	282	98.9	15.8	53.8	30.5	84.2
	8	280	98.2	22	46.3	31.7	78

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	251	99.6	9.2	34.1	26.5	30.1	66.7	65.9	No	Yes
Male	131	99.2	13.2	34.1	27.9	24.8	59.7	60.8	N/A	N/A
Female	120	100	5	34.2	25	35.8	74.2	71	N/A	N/A
White	198	100	8.6	28.8	29.8	32.8	72.2	77.5	Yes	Yes
African American	47	100	13	56.5	10.9	19.6	41.3	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	33	100	39.4	42.4	18.2	0	30.3	21.3	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47.3	I/S	I/S
Subsidized meals	117	99.1	13.8	40.5	25.9	19.8	56	51.5	Yes	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	251	99.6	10.8	30.1	34.5	24.5	67.9	62.3	Yes	Yes
Male	131	99.2	11.6	31	31	26.4	62.8	61.7	N/A	N/A
Female	120	100	10	29.2	38.3	22.5	73.3	63	N/A	N/A
White	198	100	9.1	26.3	35.4	29.3	72.2	75	Yes	Yes
African American	47	100	19.6	50	26.1	4.3	45.7	44	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	33	100	36.4	42.4	18.2	3	30.3	22.1	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.6	I/S	I/S
Subsidized meals	117	99.1	16.4	32.8	32.8	18.1	62.1	48.1	Yes	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	251	97.2	53.7	20.1	11.1	15.2	N/A	N/A	N/A	N/A
Male	131	96.9	54.3	18.1	11.8	15.7	N/A	N/A	N/A	N/A
Female	120	97.5	53.0	22.2	10.3	14.5	N/A	N/A	N/A	N/A
White	198	97.0	47.4	21.9	12.0	18.8	N/A	N/A	N/A	N/A
African American	47	97.9	80.4	10.9	8.7	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	32	84.4	88.9	7.4	3.7	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	117	95.7	60.7	18.8	12.5	8.0	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	260	98.5	10	43.2	29.6	17.2	57.2	61.8
	2010	251	99.6	9.2	34.1	26.5	30.1	66.7	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	260	98.5	14	26.8	30.8	28.4	69.6	62.7
	2010	251	99.6	10.8	30.1	34.5	24.5	67.9	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.2%	0.0%	No
Student attendance rate, grades K-8	97.0%	94.0%*	Yes

\* Or greater than last year

\*\* Adjusted to account for natural variation in performance.